Mary Collins Charter School at Cherry Valley
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Mary Collins Charter School at Cherry Valley
Street	1001 Cherry Street
City, State, Zip	Petaluma, CA 94952-2065
Phone Number	707-778-4740
Principal	Lisa Pologeorgis
Email Address	lpologeorgis@petk12.org
School Website	https://www.petalumacityschools.org/cherryvalley
Grade Span	K-8
County-District-School (CDS) Code	49402466051932

2025-26 District Contact Information

District Name	Mary Collins Charter School at Cherry Valley
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

The Mission of Mary Collins Charter School at Cherry Valley is best expressed in the words of the school's former principal and namesake Mary Collins. "The purpose of education is to help students develop the best that is in them. Part of that is an appreciation of who they are as well as a respect for differences and diversity. I hope that students will leave the process of education more curious than when they entered it. This curiosity about life would give students a sense of competence and confidence that comes from years of learning creative problem solving and thinking skills. This confidence would impel students to continue to satisfy their curiosity and to be willing to be responsible for others within the society to make it better for all." Mary Collins

Educational Philosophy
At MCCV, we believe that education should be relevant, engaging, comprehensive, and experiential. We aim to prepare our students with the knowledge, skills, and dispositions to be college and career ready, but also to be globally competent citizens. To meet this aim, we empower students to learn actively and in collaboration with one another, both within the classroom as well as across the campus. This approach is the foundation for instruction at MCCV.

Learning and instruction is meaningful as students cultivate connections with peers of different cultural backgrounds, perspectives, academic strengths, and life experiences. MCCV views students and their communities' as funds of knowledge (Moll, et al., 1992) as assets that are critical to learning and that can be leveraged to develop global competence. Moreover, using a culturally relevant pedagogical approach (Ladson-Billings,1995) both emphasizes educating about the narratives of groups of people historically un- and under-represented in U.S. schools and works to explicitly uphold communities that have been and continue to be marked by injustice. Rather than reinforcing deficits, MCCV enriches strengths and, as such, MCCV students come to celebrate and learn about varying ways of walking through the world.

The educational program is organized into two primary hubs - visual and performing arts and environmental education. The interdisciplinary nature of learning at MCCV is evidenced by our project based curriculum and is rooted in these two learning hubs. To integrate visual and performing arts, teachers at MCCV use performance art to explore the various disciplines of ELA, Math, Science, and Social Science and teach students to create fine arts that demonstrate their thinking and understanding of the concepts across the Common Core State Standards.

2025-26 School Description and Mission Statement

This year MCCV welcomed the PCS-implemented visual and performing art programs: the PCS VAPA program and the second school-wide musical. The VAPA program includes 12 weeks of art and dance classes taught by four district art teachers in grades TK-5. MCCV's Educational Foundation supported Best of Broadway musical and TAP program that offered opportunities for students TK- 8 to in both performance and technical aspects of a stage production.

At MCCV there is a long tradition of building foundations of social emotional skills into the daily interactions and classroom curriculum. On the MCCV campus social emotional learning is supported by our teachers, Student Advisors, counseling staff and two administrators.

Link to the full Charter Petition 2020 - 2028 can be found on the school website at

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	47
Grade 1	45
Grade 2	43
Grade 3	57
Grade 4	54
Grade 5	65
Grade 6	64
Grade 7	43
Grade 8	51
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	494

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	46.4
Non-Binary	0.8
American Indian or Alaska Native	0.8
Asian	1
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	11.9
Two or More Races	11.3
White	73.3
English Learners	0.4
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	27.1
Students with Disabilities	15.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.7	73.3	208.2	84.93	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	6.91	5.5	2.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	18.24	17.5	7.16	11953.1	4.28
Unknown/Incomplete/NA	0.2	1.49	10.4	4.25	15831.9	5.67
Total Teaching Positions	18.8	100	245.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.3	81.7	199.8	85.18	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.74	11.1	4.77	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.2	17.5	14.1	6.05	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.6	3.27	14303.8	5.15
Total Teaching Positions	18.8	100	234.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	77.43	198.6	84.39	230039.4	100
Intern Credential Holders Properly Assigned	0.2	0.95	2.4	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	3.05	9	3.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	17.81	12.2	5.2	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.67	12.9	5.49	13705.8	4.91
Total Teaching Positions	21	100	235.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0.5
Misassignments	0.30	0.1	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	0.1	0.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.40	3.2	3.7
Total Out-of-Field Teachers	3.40	3.2	3.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mary Collins Charter School has sufficient textbooks and instructional materials for each student. Below is the list of textbooks and instructional materials used at MCCV and the date of adoption. The most recent include the Bridges math curriculum for grades K - 5 and TWIG science curriculum for grades K - 5. Additionally MCCV teachers curate curriculum from open-source resources and create lesson and units to teach the Common Core State Standards in other core areas such as ELA, Social Science, and Physical Education. We adopted new curriculum for Social Studies and Human Interaction.

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MCCV (6-8) Studysync 2017 Empowering Writers, 2016	0.0
Mathematics	MCCV (K - 5) Bridges Math 2020 MCCV (6-8) College Preparatory Math (CPM), 2015	0.0
Science	MCCV (K - 5) TWIG 2020 MCCV (6 - 8) TCI Science 2020	0.0
History-Social Science	Savvas (K-5) 2022 TCI History Alive!, 2022	0.0
Foreign Language	N/A	0.0
Health	Connected Health: Puberty Talk (5-6) Teen Talk (7-8)	0.0
Visual and Performing Arts	Teacher curated/created materials	0.0
Science Laboratory Equipment (grades 9-12)	N/A	0.0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Overall, the school is in good condition.

Year and month of the most recent FIT report	Dec 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground has been retrofitted for better ADA access.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	60	54	56	47	48
Mathematics (grades 3-8 and 11)	51	50	37	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	326	97.60	2.40	60.43
Female	172	168	97.67	2.33	66.07
Male	157	154	98.09	1.91	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	51.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	57.14
White	245	237	96.73	3.27	62.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	87	97.75	2.25	54.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	30.61

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	324	97.01	2.99	49.54
Female	172	168	97.67	2.33	46.71
Male	157	152	96.82	3.18	53.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	35.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	50.00
White	245	235	95.92	4.08	52.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	86	96.63	3.37	43.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	29.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	51.43	53.51	33.71	34.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	114	98.28	1.72	53.51
Female	60	59	98.33	1.67	52.54
Male	54	53	98.15	1.85	54.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	81.25
White	83	81	97.59	2.41	51.85
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	39.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	64	64	64	64	63
Grade 7	45	45	45	45	46

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Mary Collins Charter School at Cherry Valley has a long history of parental involvement. Parents donate and/or raise substantial funds for educational and enrichment programs. They also serve as volunteers in the classrooms, on the playground, in the garden, in the library, and everywhere in between. Additionally, our parents support electives, demonstrate their talents and skills in class and at various events, provide transportation for field trips, donate supplies and materials, write grants to fund school projects, and generally support and promote the school. They are an essential part of our support network for all students.

The MCCV PTA funds environmental education with generous donations to purchase supplies for our school garden. The PTA also supports our after school enrichment program Mentor Reading and provides student scholarships for our many other after school enrichment programs. The PTA also supports our educational assemblies, provides field trip scholarships, supports performing arts, provides teacher classroom supplies, technology, art supplies, P.E. supplies, and much more. The primary fundraiser is the Cherry Jubilee, but there are many other auxiliary fundraisers that the PTA holds throughout the year.
PTA President Contact - Jenny Watson

The Mary Collins Charter Fund (MCCF) works to raise the necessary funds to bring the MCCV charter to life, primarily focused on providing salary support for the programs that make our school unique. We know that these special programs are more than just the cherry on top of a top-notch educational experience; they are essential. For the 2024-2025 school year, MCCF's budget is funding salaries for: our social-emotional counselor, our garden coordinators, our middle school music teacher, our advanced math teacher, our physical education program, MCCV theater program, and other project-based learning programs: Harmony Hayes .

The Friends of Cherry Valley Library underwrites part of the librarian's salary, all library books, as well as supplies and technology for the school library. This year the library held a book fair with a PJ storytelling night, parent preview and book review coffee, donut Saturday and Summer Read with culminating events celebrating the role otters play as a keystone species. The primary fundraisers are the Membership Fund Drive and Book Fair(s). Friends of Cherry Valley Library contact Sarah Seitchik Sebastian

2025-26 Opportunities for Parental Involvement

TIDE (Team for Inclusivity, Diversity & Equity) is also another group on campus that includes parents.
Vision: We believe in an equitable school community where multiple perspectives are invited and celebrated.
Mission: We actively seek to understand the complex and rich identities of self and others, and to lean into difficult topics related to diversity, equity, and inclusion. We believe that this work is a responsibility held by all and done for all. This pursuit prepares the children and adults in our community to be change agents of our increasingly diverse and global world, affecting systemic change. -Sara Romano Committee Facilitator

The Advisory Council
The Petaluma City Schools District Board of Trustees is the governing board of Mary Collins Charter School. An Advisory Council guides the internal affairs of the school. The Advisory Council shall be composed of teachers, classified staff, parents, and students. Teachers will hold a majority representation on the council. The focus of the committee currently includes school safety, community-building and equity. Council members will be elected on a rotating basis to ensure continuity from year to year.
Lisa Pologeorgis

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	501	495	68	13.7
Female	263	260	35	13.5
Male	230	227	32	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	60	11	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	5	8.9
White	368	362	49	13.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	137	134	22	16.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	91	16	17.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	**State Priority: School Climate**
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	**School 2023-24**	**School 2024-25**	**District 2022-23**	**District 2023-24**	**District 2024-25**	**State 2022-23**	**State 2023-24**	**State 2024-25**
1.08	0.41	2	4.33	3.21	2.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	**School 2023-24**	**School 2024-25**	**District 2022-23**	**District 2023-24**	**District 2024-25**	**State 2022-23**	**State 2023-24**	**State 2024-25**
0	0	0	0.18	0.16	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00	0.00
Female	0.38	0.00
Male	3.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	1.63	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Mary Collins Charter School at Cherry Valley Comprehensive School Safety Plan was reviewed and submitted in October 2025 by a Safe School Committee and approved by Advisory Council. This is comprised of Administration, Certificated, Classified, Parents, Students and a designated local emergency responder.   The school plan is in alignment with the Petaluma District's Emergency Operations Plan and the School Crisis: Response and Recovery Plan. Both are reviewed and practiced by staff each year. The School Safety Plan includes school crime assessment data, information about child abuse reporting, disaster procedures, information about our school-wide behavior expectations, procedures to notify teachers of dangerous pupils, the harassment/sexual harassment policy, and information about supervision of students. MCCV worked this year with the PCS consultant and the district safety committee to include a response to ICE on our campus.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	1	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	17	13	14	0
Other	29	0	10	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	15	13	14	0
Other	26	0	12	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
6	32	0	2	0
Other	27	0	15	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.375
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8692.62	2712.53	5980.08	83656
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-24.8	-3.1
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-60.3	

Fiscal Year 2024-25 Types of Services Funded

Local Control Funding Formula (LCFF) Base Grant supports the following actions and related expenditures at the site to be performed as centralized services. The purpose is to provide flexibility in the use of state and local funds by LEA and school.

Faculty and Staff Salaries and Benefits

Fiscal Year 2024-25 Types of Services Funded

Facilities and Grounds Maintenance
Library Services (A portion is funded through grants and donations)
Counseling Support
Reading Specialist
AP/Teacher on Special Assignment

Stipends
Admin Designee
ELPAC Coordinator
SST Coordinator
CAASPP Coordinator
GATE Coordinator
Mentor Reading Coordinator

LCFF Supplemental Grant supports 20% of the adjusted LCFF base grant for targeted disadvantaged students.
Assessment to determine Interventions

Additional funding is provided through parent donations collected by the Mary Collins Education Foundation MCEF to fund enrichment programs.
These include: a part-time Student Advisor, a P.E. Specialist, an Environmental Education (Gardening) professional expert, and a Middle School Music teacher.

Additional funds for materials, field trips, and campus events are also raised by the PTA and Friends of Cherry Valley Library.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

Professional Development

The five days of Elementary Professional Development in the 2025-26 school year focus:
TK: aligning instruction with the new California TK Learning Foundations
1-3: Literacy common assessments
4-6: CA Reading and Literature Project: Reading Comprehension

Professional Development

We continue to refine our restorative practices and supporting all students socio emotional growth. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5